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1966

## PACS Bulletin 1966-1967

Program in Audiology and Communication Sciences  
*Washington University School of Medicine*

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# Central Institute for the Deaf

ST. LOUIS, MISSOURI

## TEACHER EDUCATION AND PROFESSIONAL COURSES BULLETIN

1966-1967

### HISTORICAL STATEMENT

From its founding in 1914, Central Institute has conducted a program of preparation for teachers and other professional personnel in the field of speech, hearing and language disorders. The Institute was a pioneer in this area of specialized professional education and played a major role in developing educational techniques and standards.

In February, 1931, the Teacher Training College of Central Institute was officially affiliated with University College of Washington University. By virtue of this affiliation, the degree of Bachelor of Science in Education is granted to qualified graduates of the Teachers College of Central Institute who meet the requirements established by the Advisory Board.

In September, 1936, the Board of Graduate Studies of Washington University approved a program leading to the degree of Master of Science in Education for qualified students through the School of Graduate Studies. Subsequently, a combination of course offerings was established to lead to the degrees of Master of Science in Speech and Hearing and Master of Arts in Speech and Hearing. The latter is now offered as Master of Arts in Audiology.

In September, 1947, the curriculum for the Ph.D. in Audiology was established. Audiology is an interdepartmental area which utilizes courses relevant to speech and hearing that are offered by the Departments of Anatomy, Education, Electrical Engineering, Otolaryngology, Neuropsychiatry, Physics, Physiology, Psychology, and Zoology. The chief subdivisions within the area of Audiology, one or more of which will form the core of a student's program of study, are Physical Acoustics, Electroacoustics, Auditory Biophysics, Neurophysiology of Audition, Psychoacoustics, Education of the Deaf, and Speech Pathology. Desirable preparatory courses vary, depending on the student's interests within the area of Audiology, but at least elementary courses in Biology, Physics, Psychology, and Mathematics are required for all candidates. A knowledge of the principles of inorganic and organic chemistry, including practice in the elements of volumetric analysis, will be expected of students who wish to specialize in auditory biophysics or neurophysiology.

#### PURPOSE

The purpose of the Teachers College is to prepare students to meet the variety of problems presented by deaf, hard-of-hearing, speech impaired, and language handicapped individuals. The graduate is qualified to carry out an oral (speech, lip-reading, and auditory training) educational and rehabilitation program for deaf and hard-of-hearing children and adults. In addition the student may be prepared to administer hearing

tests, to carry on work in hearing conservation and to consult in the selection of hearing aids. The Institute has an intensive and active program dealing with aphasic children and children with compound language learning disorders. The integration of work in speech correction with the program for the deaf and hard-of-hearing is essential since both fields are mutually related. The desirability of integrated training in both fields has been recognized by school and clinic authorities who are increasingly stipulating the combined preparation as a qualification for professional appointment.

The course and practicum sequence in Speech Pathology and Audiology qualifies students for clinical practice in these fields.

The Ph.D. degree in Audiology prepares students for high level clinical and research responsibilities.

The demand for qualified graduates far exceeds the supply and the opportunities for constructive service are practically unlimited. Graduates are practicing their profession in public and private residential and day schools for the deaf, in school systems, in universities and in hospitals throughout the United States and in other parts of the world.

#### THE STUDENT BODY

The students in the program are a group of men and women carefully selected on the basis of academic, physical and psychological qualifications. There is a wide geographic distribution of points of origin of members of the group. Not only have most of the states of the Union been represented at some time or other, but foreign countries including Argentina, Australia, Canada, Chile, China, Colombia, Denmark, El Salvador, England, Finland, Formosa, French Morocco, Guatemala, Honduras, India, Israel, Jamaica, Japan, Mexico, Norway, Philippines, South Africa and Venezuela have had their share of representation. The influence of the College is, therefore, truly international.

Students enrolled at Washington University may take selected courses at the Institute. Professional workers already in the field interested in advanced or refresher work are encouraged to consult the Registrar about courses that may meet their needs.

#### THE FACULTY

The faculty of the College is comprised of highly qualified individuals, each of whom is a specialist in his own field. Originating in many academic institutions, the faculty constitutes an educationally and scientifically cosmopolitan group. Although members of the faculty are specialists in different fields, they are ever sensitive to the broad purposes of Central Institute.

The College faculty also directs its attention to vital problems of research in the classrooms, laboratories and clinics of the Institute. With the assistance of students who gain valuable experience therein and, in some instances, in cooperation with various departments of Washington University, the answers to many challenging questions are sought. The research program is described in more detail in the comprehensive brochure of the Institute and in the annual report of the Research Department.

Visiting lecturers from other divisions of Washington University working in fields related to speech and hearing frequently address the students.

## AFFILIATION WITH WASHINGTON UNIVERSITY

An advisory board composed of members of the staff of Washington University in cooperation with administrative officers of the Teachers College supervises the relationship between the University and the Institute. Requirements for admission, comprehensive examinations and appointments to the College faculty fall within the jurisdiction of the Advisory Board.

## GENERAL PLAN OF INSTRUCTION

The program is broad in scope and after the student has acquired basic fundamentals he is encouraged to follow in his practicum that particular branch of work for which he shows preference and aptitude.

The availability on the premises of a functioning school for the deaf, for the hard-of-hearing and for speech and language handicapped individuals, and associated clinics makes possible a desirable balance between theory and practice. In preliminary stages of preparation the student is assigned to observe special groups and the schedule is so rotated that he is exposed to every phase of the Institute's service program. The student is then given an opportunity to put into practice under competent supervision what he has observed and studied.

Students are often called upon to assist in counselling and directing children during out-of-school hours. Since the Institute is also a residential establishment an important function devolves upon the counsellors. They play a vital role in directing the child's individual and social development through games, hobbies, athletic contests, dances, trips, scout work, and other similar experiences. In this way the child is encouraged to implement outside the schoolroom what he has learned in it and the student teacher gains invaluable experience in assisting him. Holders of scholarships, fellowships, or traineeships are required to give a designated number of hours (usually a minimum of 6 hours) in these activities. Frequent conferences are scheduled for the guidance and counselling of individual students.

The Institute houses one of the outstanding libraries in the nation devoted to speech and hearing and related fields. In the Clinic and Research building are the significant Max A. Goldstein collections that include specimens showing the evolution of the non-electrical hearing aid and early editions of books dealing with Speech and Hearing. The libraries of Washington University are available to registered students.

## FEES AND EXPENSES

An *application fee* of \$10.00 is required upon filing. A *matriculation fee* of \$5.00 is required upon registration. *Tuition* for each year is \$1,000.00 payable as follows: \$50.00 initial payment upon acceptance for admission, \$450.00 at the opening of the first semester, and \$500.00 at the beginning of each subsequent semester.\*

A *diploma fee* of \$3.00 is payable prior to graduation.

A *laboratory fee* of \$10.00 is payable in those graduate courses requiring the use of animal material.

\*If the student withdraws from the course before four weeks of the semester have elapsed tuition will be refunded on a prorata basis. No refunds will be made for subsequent withdrawal except for reason of poor health or other extenuating circumstances; the decision as to amount of refund in the latter case to rest with administrative officers of the College.

An outlay of \$125.00 for *books and supplies* is sufficient to carry the student for the entire course.

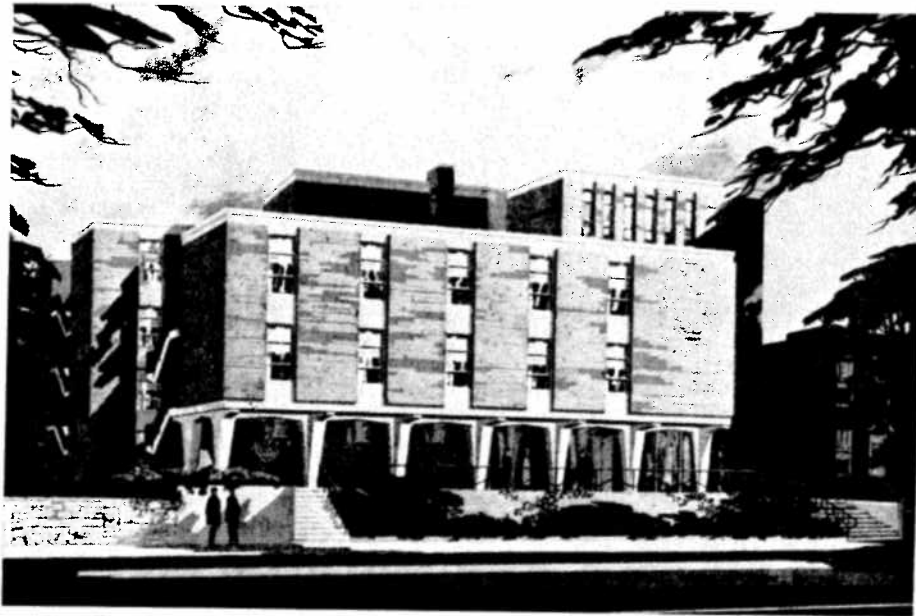
Candidates for degree at Washington University are covered by health insurance at the Health Center of the University. The fee for this insurance is paid by the Institute.

*Room and board* is available to college students at the rate of \$800.00 per academic year, payable \$400.00 (*in advance*) for each semester. Students are not accepted for room or board separately. Commitment must be made for both services. The student is required to sign a contract for occupancy of the room for the entire academic year. A room deposit of \$25.00 is required.

Failure to pay bills on due dates or to make arrangements for them is cause for immediate dismissal.

*There is no provision for serving specially prepared food in the dining room, and cooking in the residence hall is not permitted.*

#### HOUSING



Residence Hall for College Students

Housing for approximately 80 men and women college students and older deaf children is provided in a building of modern design on the north side of Clayton avenue across the street from the main school building at 818 S. Euclid. In general, there are 2 students in each room.

*The assignment of a room is made with the understanding that the student agrees to occupy the room for the academic year.*

#### SCHOLARSHIPS AND SELF HELP

The Institute has a grant from the Office of Vocational Rehabilitation of the Department of Health, Education and Welfare of the United States Government that provides a limited number of traineeships for graduate study.

It is likely that Federal Fellowships under Public Law 88-164 will be available.

Other scholarships and some grants-in-aid are available to qualified students. In recent years scholarships and grants-in-aid have been received by the College from the Parent Teachers Association of Central Institute for the Deaf, W. T. Grant Foundation, The Quota Club of St. Louis, The District Quota Club, Lionettes, Danforth Foundation, Delta Theta Tau Sorority (Iota Nu Chapter), Mr. and Mrs. Lloyd Farquhar, Johnnie Ray Foundation and others. Formal application for scholarships and grants-in-aid is not necessary. The request should be made along with application for admission.

Opportunities for self-help through remunerative employment on the premises of the Institute are available. This employment usually consists of counselling with the children after school hours, study hall and clerical duties. Students are also permitted to sign promissory notes to meet tuition obligations.

Application for financial assistance, employment and loans should be addressed to the Registrar.

#### RECREATION

The City of St. Louis affords excellent opportunities for recreation and cultural activities. The location of the Institute across from Forest Park places facilities for walking, boating, tennis, golf, skating, and riding at the easy disposal of the student. The park also contains an outstanding zoo, an excellent art museum, and a new planetarium. Activity cards entitling students to the use of the facilities of Washington University are available.

#### DISMISSALS

The administrative officers reserve the right to dismiss a student who fails to show professional promise or who is guilty of infraction of rules and discipline.

#### ENTRANCE REQUIREMENTS

Successful completion in the College of Liberal Arts or University College of Washington University or in any other University or accredited College of the pre-professional curriculum outlined below. A total of 64 units must be completed.

	Units
English Composition .....	6
English Literature <sup>1</sup> .....	6
Modern Foreign Language (two years) <sup>2</sup> .....	12
Two Natural Sciences .....	12
(6 units in a biological and 6 units in a physical science) <sup>3</sup>	
Sociology <sup>4</sup> .....	6
Education .....	6
(Educational Psychology 3, Principles, Introduction, History, or Philosophy of Education 3)	
General Psychology* .....	6
Physical Education .....	4
(Mathematics, though not required, is strongly urged.)	

<sup>1</sup>American Literature does not satisfy this requirement.

<sup>2</sup>This may be waived if equivalent courses were completed in high school, the equivalent to be two years of high school language for each 6 units of college language. Students presenting two years of one language may satisfy the requirement by completing one year of an advanced course in the same language.

<sup>3</sup>Biology, Physiology, or Zoology under biological science, and Physics under physical science are desirable. A course in Physical Science, Basic or General, and in Biological Science, Basic or General, will satisfy the requirements in the Natural Sciences.

<sup>4</sup>Educational Sociology is acceptable.

\*In 1966-67, 3 units in Child Development will be required. This will substitute for 3 units of the 6 unit Psychology requirement.

*Physical*

All applicants must have perfect hearing, speech, and vision (or corrected with glasses), and a well-shaped mouth, as these are important in the teaching of speech and lipreading.

Applicants over 36 years of age are not encouraged to enroll except in special circumstances.

PROFESSIONAL CURRICULUM\*

JUNIOR YEAR

	Units of Credit <sup>a</sup>
First Semester	
320—Physics of Sound.....	1
401—Anatomy and Physiology of Speech and Hearing.....	2
351—Introduction to Phonetics for the Deaf and Speech Handicapped.....	3
412—Child Development .....	3
355—Principles of Aural Rehabilitation—Lip Reading.....	2
300—Observation† .....	0
353—Language for the Deaf.....	2
341—Speech Correction and Pathology.....	2
357—Education of Preschool Deaf Children.....	2
Total.....	17
Second Semester	
321—Physics of Sound.....	2
402—Pathology of Speech and Hearing.....	2
358—History and Administration of Education of the Deaf and Speech Handicapped.....	1
352—Speech for the Deaf.....	2
410—Psychological Tests and Measurements for the Deaf and Speech Handicapped.....	2
356—Principles of Aural Rehabilitation—Auditory Training.....	1
350—Observation .....	1
354—Language for the Deaf.....	3
342—Speech Correction and Speech Pathology .....	3
Total.....	17

SENIOR YEAR

First Semester	
441—The Assessment and Teaching of Children with Compound Language Deficiencies .....	3
343—Speech Clinic .....	2
362—Practice Teaching .....	2
363—Practice in Aural Rehabilitation.....	1
430—Audiometry and Hearing Aids.....	2
361—Speech for the Deaf.....	2
413—Abnormal Psychology .....	3
359—Reading for the Deaf.....	2
Total.....	17
Second Semester	
442—The Assessment and Teaching of Children with Compound Language Deficiencies .....	3
344—Speech Clinic .....	2
364—Practice Teaching .....	6
365—Practice and Observation in Audiometry and Psychometry.....	2
360—Principles of Teaching Elementary School Subjects.....	3
366—Practice in Aural Rehabilitation.....	1
Total.....	17

\*All courses are listed in the appropriate University Bulletins (The Graduate School of Arts & Sciences or University College) as courses in Speech & Hearing. The University course numbers are included above.

<sup>a</sup>A unit of credit is equivalent to one semester hour.

†Related to lectures in other courses.

## COURSES FOR GRADUATE STUDENTS

### *Entrance Requirements*

The professional curriculum or its equivalent is a pre-requisite for the professional degree of Master of Science in Speech and Hearing. For certain specially qualified students this requirement may be waived, subject to the approval of the officers of the Teachers College and the Dean of the Graduate School of Arts and Sciences.

### *Requirements for the Degrees of Master of Science in Speech and Hearing and Master of Arts in Audiology*

Candidates for the degree of Master of Science in Speech and Hearing must present 33 units of graduate credit. At least 12 units of credit must be elected from courses open only to graduate students. In one of these courses the candidate is expected to do some individual work, not necessarily of an experimental nature. A final oral examination must be passed by those desiring to qualify for the degree.

Candidates for the degree of Master of Arts in Audiology must present 24 units of graduate credit. At least 12 units of credit must be elected from the courses open only to graduate students. The student must present a dissertation and must pass a final oral examination.

Concentration in Speech Pathology and Audiology is available only to graduate students. Appropriate sequence of courses and practicum is arranged for each student electing this area of concentration. In addition to opportunities for practice in the clinics and classrooms of the Institute, the clinics of MacMillan Hospital (Otolaryngology), the Irene Johnson Rehabilitation Institute, and the Jewish Hospital of St. Louis are open to students.

The following courses carry graduate credit for students with adequate preparation:

	Units of Credit
401—Anatomy and Physiology of Speech and Hearing.....	2
402—Pathology of Speech and Hearing.....	2
410—Psychological Tests and Measurements for the Deaf and Speech Handicapped .....	2
411—Psychophysics of Hearing.....	3
412—Child Development .....	3
413—Abnormal Psychology .....	3
430—Audiometry and Hearing Aids.....	2
431—Auditory Tests and Their Application.....	2
441-442—Assessment and Teaching of Children with Compound Language Deficiencies .....	6

The following courses are open only to graduate students:

502—Seminar in Physiology of Hearing.....	3
503-504—Research in Physiology of Hearing..... Credit to be arranged	3
510—Seminar in Psychology of the Deaf and the Speech Handicapped..	3
511—Seminar in Psychoacoustics .....	3
512—Research Seminar in Psychoacoustics..... Credit to be arranged	3
520—Communication Engineering and Signal Analysis.....	3
521—Electroacoustics for Applied Audiology.....	3
523—Research in Electroacoustics..... Credit to be arranged	8
530-531—Applied Audiology .....	3
540—Aphasia and Related Disorders of Speech.....	3
542—Seminar in Speech Pathology.....	3
551—Journal Club .....	1.5
552—Research and Independent Study in Speech and Hearing .....	Credit to be arranged
553—Curriculum Development and Supervision in the Education of the Deaf .....	3
554—Audiology for Education and Rehabilitation.....	3
555—Early Education of Hearing-Handicapped Children.....	3



Related courses available to graduate students can be found in the bulletin of the Graduate School of Arts and Sciences of Washington University.

For detailed information concerning the Ph.D. degree in Audiology, consult the bulletin of the Graduate School of Arts and Sciences, which may be obtained by writing to the Dean of the Graduate School of Arts and Sciences, Washington University, St. Louis 5, Missouri.

#### DESCRIPTION OF COURSES

*Physics of Sound.* Principles of acoustics and electricity basic to the understanding of auditory stimuli, speech production, and instruments used by workers with the deaf and speech handicapped, the use of tuning forks, audiometers, individual and group hearing aids, and other electro-acoustic devices. (Eldredge)

*Introduction to Phonetics for the Deaf and Speech Handicapped.* Systems of orthography, including International Phonetic Alphabet; study of factors influencing intelligibility of speech of hearing impaired children. (Silverman)

*Speech for the Deaf.* Development of speech in hearing impaired children through the multisensory approach; demonstrations and practice. (Silverman)

*Psychological Tests and Measurements for the Deaf and Speech Handicapped.* A study of the tests used to measure the intelligence and school achievement of children; history of testing the deaf child; application of standardized tests to deaf and speech handicapped children; demonstrations of the administration and scoring of these tests; uses and interpretation of test results. (Lane)

*Child Development.* A study of the development of the child from birth through adolescence, his sensory mechanism, motor skills, learning, language growth, emotional and social behavior. (Lane)

*Abnormal Psychology.* A survey of organic and functional disorders of the sensory, motor and association mechanism; mental deficiency; psychoneuroses; psychoses; mental hygiene and therapy. (Lane)

*Anatomy and Physiology of Speech and Hearing.* A condensed course on the anatomy and physiology of the organs of speech and of the ear. (Mast, Eldredge)

*Pathology of Speech and Hearing.* A review of the pathology of hearing with special attention to middle ear infection, otosclerosis, congenital defects, presbycusis and other forms of cochlear and central impairments of hearing; a neurophysiological approach to the problems of sensory and motor aphasia. (Davis, Eldredge)

*Education of Preschool Deaf Children.* A survey of the history of the Nursery School Movement in America and other countries; the development and training of the child from birth to his fifth year; application of preschool procedures to the teaching of the deaf. (Templeman, Simmons)

*Principles of Aural Rehabilitation—(Lip Reading).* A presentation and interpretation of systems of instruction for use in the teaching of lip reading to the hard of hearing child and adult. Special consideration is given to pupil types and speech conservation. (Simmons)

*Principles of Aural Rehabilitation—Auditory Training.* Principles and methods of training residual hearing; use of amplifying devices; demonstration and practice. (Simmons)

*Practice of Aural Rehabilitation.* Application of methods under supervision in Aural Rehabilitation for children and adults; preparation of supplementary graded material. (Simmons)

*Language for the Deaf.* Principles and Methods of Developing Language in Deaf Children. Demonstrations and Observations of Methods. (Woodward)

*Reading for the Deaf.* Principles and methods of teaching reading to deaf children; demonstrations and observations of methods. (Simmons)

*Principles of Teaching Elementary School Subjects.* Principles and methods of teaching elementary school subject matter to deaf children; demonstrations and observations of methods. (Simmons)

*Speech Correction and Pathology.* Study of manifestations, causes and treatment of defects of speech and voice. Basic evaluative and therapeutic procedures for voice disorders, articulatory defects, stuttering, cleft palate, cerebral palsy and adult aphasia, including comparison of various corrective procedures in current use. Lectures, reading, demonstrations and supervised practice in the Speech Clinic. (Kleffner, Britton, Schwankhaus)

*The Assessment and Teaching of Children with Compound Language Deficiencies (including Aphasic Children).* Study of the identification, classification, and educational treatment of children for whom the learning of language appears more delayed or more frustrated than might ordinarily be expected from observations of auditory, intellectual, and social responses. Particular consideration is given to analysis of gross language deficiencies as derived from composite interactions among sensory and motor capabilities, intellectual potential, general environmental experience and specific experience in learning and communicating. Procedures for assessing and teaching children with marked language deficiencies are presented in detail with rationale developed from study of language and learning. Lectures, demonstrations, observation, and supervised practice. (Kleffner)

*Speech Clinic.* The operation of a speech clinic; diagnosis, observation and practice with various types of speech defects. (Kleffner and Staff)

*History and Administration of the Education of the Deaf and Speech Handicapped.* Historical development of present methods; current trends and problems; guidance for the deaf. (Silverman)

*Audiometry and Hearing Aids.* Principles and practice of tests of auditory functions; pure tone and speech audiometry; diagnostic and prognostic significance of tests; clinical selection of hearing aids for children and adults. (Hirsh and Shore)

*Auditory Tests and Their Application.* Consideration of additional tests of hearing and their application to such problems as diagnosis and selection of the use of hearing aids. (Hirsh)

*Observation.* Directed classroom observation in all departments. (Staff)

*Practice.* Systematic training in the technique of teaching deaf and

speech handicapped children; classroom procedure; clinical practice; demonstrations and practice following these methods. (Staff)

*Seminar in Physiology of Hearing.* Consideration of problems in audition from experimental and theoretical point of view. (Davis and Eldredge)

*Research in Physiology of Hearing.* (Davis and Eldredge)

*Seminar in Psychology of the Deaf and the Speech Handicapped.* Behavior "problems," their manifestations and treatment; the effect of deafness on educational achievement and personality; adolescence and deafness; adjustments to normal environment; vocational guidance. (Lane)

*Psychophysics of Hearing.* Measurement and control of sounds, experimental procedures and results in psychoacoustics. Acoustic and phonetic analysis of speech. Principles and perception of speech and other complex sounds. Elementary analysis of the information content of different language units. (Hirsh, Miller)

*Seminar in Psychoacoustics.* A discussion of problems in hearing in which members of the seminar report on various subject matters by surveying the experimental literature. The general subject-matter emphasis will change from year to year. (Hirsh)

*Research Seminar in Audiology.* Presentation and critical discussion of ongoing research at Central Institute and in peripheral departments of the University. (Research Staff)

*Communication Engineering and Signal Analysis.* Fundamental concepts of electrical communication engineering, representation of sinusoidal signals by phasors, impedance, electric circuit analysis, vacuum tube and transistor amplifiers, oscillators, Fourier transformer pairs, analysis of random signals, including power spectra and autocorrelation functions. (Niemoeller) (Prerequisite: College Algebra)

*Electroacoustics.* Fundamentals of practical acoustics, terminology, and applications to room acoustics and noise problems, electroacoustic transducers and systems. Applications to hearing aids, audiometers, amplifying and recording systems. (Niemoeller) (Prerequisite: Communication Engineering and Signal Analysis)

*Research in Electroacoustics.* (Niemoeller)

*Applied Audiology.* Discussion and practice of the implementation of the tests of auditory function; principles and techniques of audiological assessment; selection of hearing aids; management of audiology clinic and its relation to the community. (Goldstein and Shore)

*Aphasia and Related Disorders of Speech.* Survey of historical and contemporary literature dealing with speech and language disorders resulting from cortical lesions. Study and comparison of theories and concepts of major authorities regarding: cortical anatomy and function; agnosia, apraxia, and aphasia; rationale of diagnostic tests, systems of classification, and methods of therapy. Lectures, readings, reports, case presentations and demonstrations. (Kleffner)

*Seminar in Speech Pathology.* Study and discussion of problems in speech pathology; surveys of historical and contemporary literature, major theories, etiology, and research. Subject emphasis may change from year to year. (Kleffner, Wilson)

*Journal Club.* Critical discussions of professional periodicals and current books dealing with speech and hearing disorders and related fields. (Silverman)

*Research and Independent Study in Speech and Hearing.* (Staff)

*Practice and Observation in Audiology and Psychometry.* Observation in various clinics of the Institute and in the Audiology section of McMillan Hospital, Washington University; opportunities to assist senior clinicians. (Staff)

*Curriculum Development in the Education of the Deaf.* The course will cut across traditional subject divisions to consider total educational programs for the various levels from primary through the eighth grade. Particular emphasis on goals and standards for each level, and classroom activities effective in promoting them. Groups of children will be demonstrated. (Woodward)

*Audiology for Education and Rehabilitation.* The course will aim to relate audiology to education and rehabilitation of deaf and hard of hearing children and adults. Includes principles of audiometer, hearing tests, testing procedures, interpretation of test results, hearing aids—physical characteristics and what can and cannot be expected of them—audiological recommendations and reasons for them. There will be an opportunity to observe hearing evaluations of children and adults. (Shore)

*Early Education of Hearing-Handicapped Children.* An examination of instructional materials, learning experiences, language needs and counseling procedures appropriate to the education of parents and their young child. An analysis of pre-nursery and nursery practices based upon the child's developmental needs. Opportunities provided for observation and laboratory experience. (Simmons)

Not all of the above courses are offered annually. Course offerings will depend on demand. The officers of the College reserve the right to cancel courses.

ADVISORY BOARD

Lynn Eley, Ph.D., Chairman.....Dean, University College
Robert M. Schmitz, Ph.D.....Professor of English
Judson T. Shaplin, Ph.D.....Professor of Education
Marion E. Bunch, Ph.D.....Professor of Psychology
Joseph H. Ogura, M.D.....Professor of Otolaryngology
S. Richard Silverman, Ph.D., D.Litt., L.H.D., L.L.D.....Director
Helen S. Lane, Ph.D.....Principal

ADMINISTRATIVE OFFICERS

Lynn Eley, Ph.D.....Dean of University College, Washington University
S. Richard Silverman, Ph.D., D.Litt., L.H.D., L.L.D.
Director of Central Institute
Helen S. Lane, Ph.D.....Principal of Central Institute

FACULTY

Virginia Armbruster, M.A.....Lecturer in Speech Pathology
William S. Brandhorst, D.D.S., M.S.....Lecturer in Clinical Orthodontics
(Visiting)
Dorothy Britton, M.A.....Lecturer in Speech Pathology
Jerome R. Cox, Sc.D.....Professor of Electrical Engineering (Visiting)
Harold Cutler, M.D.....Instructor in Clinical Otolaryngology
Hallowell Davis, M.D., Sc.D.....Research Professor Emeritus
of Otolaryngology
Professor Emeritus of Physiology
Donald Eldredge, M.D.....Research Professor of Otolaryngology,
Lecturer in Physics of Sound
Lois L. Elliott, Ph.D.....Associate Professor of Psychology
Robert Goldstein, Ph.D.....Associate Professor of Audiology (Visiting)
Ira J. Hirsh, Ph.D.....Research Associate in Audiology,
Professor of Psychology
Frank R. Kleffner, Ph.D.....Professor of Speech
Helen S. Lane, Ph.D.....Professor of Education
Truman Mast, M.D.....Instructor in Physiology
James D. Miller, Ph.D.....Assistant Professor of Psychology
Arthur F. Niemoeller, Sc.D.....Assistant Professor of Electrical Engineering
L. Woodrow O'Brien, D.D.S.....Associate Professor of Clinical Prosthesis
(Visiting)
June Schwankhaus, M.A.....Lecturer in Speech Pathology
Irvin Shore, M.A.....Assistant Professor of Audiology
S. Richard Silverman, Ph.D., D.Litt., L.H.D., L.L.D. Professor of Audiology
Miss Audrey Ann Simmons, Ed.D.....Assistant Professor in Education
of the Deaf
Miss May Templeman, B.S.....Lecturer in Pre-School Methods
Frank B. Wilson, Ph.D.....Lecturer in Speech Pathology (Visiting)
Miss Helen M. E. Woodward, M.A.....Instructor in Education of the Deaf

\* \* \* \* \*

Mrs. Laurel Wilson.....Assistant to the Registrar
Mrs. Katherine Blinn.....Residence Hall Counselor

## STUDENTS

### *Max A. Goldstein Scholars, June 1966*

Marcia Fankhauser, B.A.

Elizabeth Frick, B.A.

### *Students Completing Program, June 1966*

Roberta Burdick, B.A. ....	Spokane, Washington
Carol Dee Carson .....	Kirkwood, Missouri
Mary Eller, B.S. ....	St. Louis, Missouri
Martha Falconer .....	Houston, Texas
Marcia Fankhauser, B.A. ....	Everett, Washington
Mrs. Elizabeth Frick, B.A. ....	Oakland, California
Pearl Gordon, B.S. ....	Duluth, Minnesota
Antoinette Hall .....	St. Louis, Missouri
William Bailey Kahl, B.S. ....	Reisterstown, Maryland
Larri D. Lewis .....	Kansas City, Missouri
Maxey Lou Mann, B.A. ....	St. Louis, Missouri
Lucille McKinney .....	St. Louis, Missouri
Glenn M. Moon, B.A. ....	Kirkwood, Missouri
Laurel Newton .....	San Antonio, Texas
Aliza Nissenbaum.....	Ramat-Aviv, Israel
Ethel O'Barr .....	Atlanta, Georgia
Barbara Palisch .....	Jackson, Missouri
Ricka Saleson .....	Chicago, Illinois
Judith West Thorne.....	Coral Gables, Florida
Mary Jane Weinstock.....	St. Louis, Missouri
Rachel Zehr, B.A. ....	Normal, Illinois

### *Seniors and Graduate Students*

Harry J. Bahr, Jr.....	Festus, Missouri
Nancy Ann Butridge, B.S.....	Los Gatos, California
Linda Crouch.....	Vancouver, British Columbia
Norman Phillip Erber, B.S.E.S.....	Clayton, Missouri
Cheryl Kenis Finkelstein.....	University City, Missouri
Judith Goldhammer.....	Denver, Colorado
Nancy Greenwald.....	Clayton, Missouri
Barbara L. Feder Hanovich.....	University City, Missouri
Donald Charles Hood, B.A.....	East Brunswick, New Jersey
Carolyn Hall Horner.....	Ladue, Missouri
Joan Ellen Imber.....	University City, Missouri
Pamela Joyce Langworthy, B.A.....	Chicago, Illinois
Maurice I. Mendel, B.A.....	Colorado Springs, Colorado
Mary Lee Peter, B.A.....	Akron, Ohio
Paula L. Scott.....	Muskogee, Oklahoma
Joan M. Sinuefield.....	St. Louis, Missouri
Judith Ann Slumpsky.....	University City, Missouri
Suzanne E. Spear.....	Kirkwood, Missouri
Jill G. Stickgold.....	Richmond Heights, Missouri

*Juniors and Graduate Students*

Dianne Louise Arbeiter.....University City, Missouri  
Kathryn Ann Blumberg.....Terre Haute, Indiana  
Cynthia Ann Campbell, B.S.....Columbus, Indiana  
Carol Frank.....St. Louis, Missouri  
Dawna Faye Hancock, A.A., B.A.....Topeka, Kansas  
Sandra Hartmann.....Cape Town, South Africa  
Mary Catherine Hill, B.A.....East St. Louis, Illinois  
Linda Lee Hoefelmann.....St. Joseph, Missouri  
Maxine Gail Hollander, B.A.....Rochester, New York  
Myrna C. Kapustin, B.A.....Philadelphia, Pennsylvania  
Linda El Karpen.....Cincinnati, Ohio  
Leslie Ann Klein, B.A.....Cheyenne, Wyoming  
Carolyn Joyce Levin.....Paducah, Kentucky  
Jane Kathleen Magann, B.A.....St. Louis, Missouri  
Michele Marmet.....Vinita Park, Missouri  
Gertrude May Minard, A.B.....Webster Groves, Missouri  
Joy Sharon Morros.....University City, Missouri  
Louise Norton, B.A.....Greenwich, New York  
Myrna Angel Padawer, B.A.....Memphis, Tennessee  
Judith Ann Reynolds, B.A.....Palo Alto, California  
Penelope Ann Stehle, B.A.....Sandusky, Ohio  
Barbara Louise Whalin, B.A.....Medford, Oregon  
Gail Ellen Wimberly.....Webster Groves, Missouri

*Doctoral Students*

Deborah Ann Bessonny, B.S., M.Ed.....Evanston, Illinois  
Roy Gengel, M.S. ....St. Louis, Missouri  
Joseph Hartung, B.A., M.A.....St. Louis, Missouri

*Special Students*

Janice Goldenberg, B.A., B.S.....St. Louis, Missouri  
Frances Kaschak, B.S.N., M.S.N.....St. Louis, Missouri  
Naomi Rose Siegel, B.A.....Clayton, Missouri

*Graduate Fellow (N.I.H.)*

Joseph Hartung, B.A., M.A.....St. Louis, Missouri

*Staff Members Enrolled for Graduate Study*

Marcia Faier, B.S.  
Mae Galli, B.S.  
Jean Emma Gardner, B.S.  
Ruth Lebman Geier, B.S.  
Margaret Gossin, M.S.  
Mary Jane Keolkebeck, B.S.  
Karen Kotner, B.S.  
Lucille McKinney, B.S.  
Robert Sanders, A.B.  
Mary Jane Seamans, B.S.  
Rachel Zehr, B.A.

## CALENDAR

Classes for the first semester usually commence the latter part of September.

There are extended recesses for Christmas and Easter.

The following legal holidays are observed: Thanksgiving, Washington's Birthday and Memorial Day.

The school year is usually concluded during the early part of June.

A detailed calendar is posted at the beginning of each semester.

There are no mid-year admissions. Students must enter in the fall.

All inquiries should be addressed to:

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CENTRAL INSTITUTE FOR THE DEAF  
818 S. Euclid  
St. Louis, Missouri 63110



